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ABSTRACT

This sixth grade unit is one of a sequential learning series of the Focus on Inner City Social Studies (FICSS) project developed in accordance with the needs and problems of an urban society. A description of the project is provided in SO 008 271. As part of the sixth grade curriculum focusing on world power, this six week unit studies the factors involved in Czechoslovakia's political and economic destiny. Specific student inquiry areas include Czechoslovakian history and geography, the fall of Czechoslovakia 1938-1948, Czechoslovakia in the Communist Camp 1948-1965, the new spirit of liberalization 1965-1968, and the Russian invasion 1968. The content of the unit includes teaching strategies, source materials, learning objectives, specific learning activities, and teacher and student resources. (Author/DE)

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CZECHOSLOVAKIA

GRADE SIX, UNIT THREE

6.3

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

Project FICSS
(Focus on Inner City Social Studies)
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Project No. 6090

June, 1971

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INTRODUCTION TO THE CURRICULUM OF GRADE SIX

Scope of the Curriculum of Grade Six

The units of grade six naturally grow out of those of grade five which had as their theme POWER IN THE STATE AND NATION. Grade six, therefore, is concerned with WORLD POWER. In grade five students learned about two major systems in which are involved some large degree of power, Government, and Education. In addition, they learned about some of the elements of social power.

In grade six, the units are geared to help students investigate the conditions under which people in other nations live as a result of the exercise of military, economic and political power in their countries. The extent to which the United States is involved in guiding or controlling the exercise of power is an important issue which is considered.

The existence of power is factual. How it should be exercised is moral. This is true even in the lives of sixth grade pupils; it is no less true of the world. Thus, pupils must consider the moral use of world power for only in this way will they progress toward becoming informed, oral agents.

Specifically the units in the sixth grade sequence are:

6.1 Viet Nam
6.2 Middle East
6.3 Czechoslovakia (1968)
6.4 Biafra and South Africa
6.5 Nazi Germany
6.6 The Moon

To some, the last unit may appear out of place, but it is not. National powers invest a large part of their resources in space exploration. Money is power and one must consider how it is to be used and on what priorities. Thus the 6.7 unit appears most appropriate as a concluding study for this grade level.

6.3

Introduction

This unit deals with the country of Czechoslovakia and its history both as an independent nation and as a Soviet-controlled puppet state.

An attempt is made to analyze and study the factors involved in major events which controlled Czechoslovakia's political and economic destiny. Beginning with the German invasion in 1938 up to the Soviet invasion of 1968, both the actions of invading countries and Slovak citizens are presented to show where ever possible the cause and effect of social and military events on political thought and on the people affected by this thought.

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OBJECTIVES

A. Knowledge

The pupil will know that:

1. Czechoslovakia has common borders with West Germany, Austria, Hungary, Poland and the Soviet Union.
2. the major regions of Czechoslovakia are Boehmia, Moravia, and Slovakia.
3. the major river of Czechoslovakia is the Danube.
4. the major resources of Czechoslovakia are timber, grapes, iron ore, sugar, textiles, cattle, coal, and glass.
5. the major nationality groups of Czechoslovakia are the Czechs and Slovaks. These also represent the two major areas of the country.
6. Czechoslovakia was once part of the Austro-Hungarian Empire.
7. both Germany and Russia have occupied and controlled Czechoslovakia.
8. Czechoslovakia is located in central Europe to the east of Germany and the north of Austria.
9. Czechoslovakia's independence was destroyed in 1939 when it became a German Puppet State.
10. Germany invaded Czechoslovakia in 1938 and claimed border areas.
11. allied nations of Great Britain and France agreed to the demands of Germany, Poland, and Hungary for some of the lands belonging to Czechoslovakia.
12. after Czechoslovakia's division, President Eduard Benes resigned and fled to Great Britain.
13. Czechoslovakia's ideals of democracy were destroyed by German occupation.
14. Czechoslovakia believed that under the Communist Party they had a greater security than ever before.
15. people of Czechoslovakia were deeply impressed by the Community party.
16. President Hacha of Czechoslovakia signed a document which created a protectorate over Bohemia and Moravia and placed the destiny of the Czech people in the hands of Hitler.
17. German troops violated the Munich Agreement by their occupation of the city of Prague, and areas of Boehmia, and Moravia.
18. Germany set up an independent state of Slovakia for the purpose of giving protection to Czechoslovakia.

Objectives (Continued)

19. Democratic structure of the Czech political life was done away with during the German occupation.
20. because of German occupation of Czechoslovakia the Czech's educational and economical system were under attack.
21. profits of the economic system of Czechoslovakia aided the German Empire rather than the working class.
22. Hitler's invasion of major European countries forced Russia into World War II to protect her interests.
23. the allied invasion of Czechoslovakia was welcomed by the Slovak people because of their liberation from Germary.
24. Czechoslovakia's post-war Communist Party under the leadership of Alexander Dubcek preached reform to the people.
25. the exiled Slovak government returned to power because of the treaty with the Soviet Union by which Soviet Union gave up Ruthenia and the area became part of the Ukraine.
26. in 1945, "free elections" in Czechoslovakia brought the Communist to partial power.
27. In 1948, the Communists staged a revolt and seized control of the Czechoslovakian government.
28. because of Communist control all religion and education was under Communist influence
29. President Benes became head of the "Free Czechoslovakia" movement.
30. France, Great Britain, U.S.A. recognized Benes government.
31. liberal factions in Czechoslovakia became disillusioned by Communist rule and looked to the Western World for a more satisfactory form of government.
32. Czechoslovakia and Poland set up a council for economic cooperation to control heavy industries of both countries.
33. Czechslovakia is a Communist puppet or satellite state.
34. the Communist party used purge trials to surpress Czechoslovakia's freedom.
35. liberal, western-oriented intellectuals became dissatisfied with the Communist party.
36. government control of industries was a failure as evidenced by price fixing and food rationing in the 1950's.

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Objectives (Continued)

37. Czechoslovakia and Poland were trading partners.
38. through free and secret elections, the Communists became the largest party.
39. since 1948 the Czechoslovakians came to rely on the Soviet Union, not the West, for help.
40. Soviet leadership failed to strengthen the economy of Czechoslovakia and deprived the people of their savings and consumer goods.
41. Alexander Dubcek, the First Secretary of the Slovak Communist Party, had fought against the Germans and was a Moscow-trained Communist.
42. under the leadership of Alexander Dubcek, Czechoslovakia made an effort to control its own destiny and suggested reforms.
43. the Action Programme, included suggested reforms in the area of freedom of expression, a new constitution, friendship with all nations including Russia, minority party representation, and an open economy.
44. these reforms grew out of displeasure with Soviet imposed economic and political ideas.
45. the Soviet Union Communist Party decided to use indirect pressure to stop this revisionism.
46. Soviet-led troops crossed the border into Czechoslovakia on August 20, 1968.
47. Czechoslovakian leaders appealed to all citizens of Czechoslovakia not to offer resistance to the Soviet troops.
48. the Slovak army, security corps and people's militia did not receive command to defend their country.
49. news of the Czechoslovakian invasion reached the world's capital cities.
50. Alexander Dubcek was arrested and held captive during the occupation by Soviet forces and was accused of harboring a counter-revolution in Czechoslovakia.
51. the western world frowned upon the invasion of Czechoslovakia but did nothing to prevent it.
52. students in many parts of the world reacted to the invasion of Czechoslovakia to protest movements.
53. President Svobda cooperated with Russian leaders and proposed a compromise government.
54. the Compromise government worked out with Svobda, Dubcek and Russian officials, included a form of military occupation and rigid control of press and communication.
55. Alexander Dubcek returned to his country and remains a hero in the eyes of Czechoslovakia.
56. Gustav Husak replaced Dubcek as first Secretary in April, 1969.

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Objectives (Continued)

The following terms and identific tions

1. Dubcek
2. Benes
3. Hitler
3. Munich Agreement
5. Puppet State
6. Purge
7. Nationalism
8. World War II
9. Slovakia
10. Action Program
11. Censorship

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Objectives (Continued)

Skills

The pupil will be able to:

1. use resources in the classroom and library to find information.
2. organize and prepare a presentation to share information with the class based on the activities listed in this unit.
3. use a map or globe to locate and identify areas discussed in the unit.
4. evaluate the classroom presentations by their own and other committees.
5. function effectively in a committee as evidenced by his participation and contribution to the task of the committee.
6. read and think critically in order to evaluate the facts and opinions relating to this unit.
7. differentiate between fact and propaganda expressed in articles and books about the invasion of Czechoslovakia.
8. list, group, and label questions about the material to be studied in this unit.
9. be selective in using audio-visual materials.
10. organize and evaluate information used in committee research.
11. listen and observe with a purpose.
12. listen attentively when others speak.
13. learn to take notes while other committees are presenting their reports.
14. reserve judgment until speaker's entire presentation has been heard.
15. speak with accuracy and poise.
16. write with clarity and exactness.
17. respect the right and opinions of others.
18. understand the need for rules and the necessity for observing them.
19. take part in making the rules needed by a group.
20. accept the role of leader or follower, ad the situation requires,
21. profit from criticism and suggestions.
22. distinguish between work that can be done most efficiently by individuals and that which calls for group effort.

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Objectives (Continued)

Attitudes

The pupil will:

1. Feel compassion for the Czechoslovakian people as evidenced by his verbal expression or his original graphic material depicting the effects of loss of freedom on the people and their disappointment with the U.S.R.
2. be convinced that freedom must be daily preserved or imperceptably lost as evidenced by his expression of concern over issues of freedom and/or his action or encouragement of action by adults in behalf of the preservation of our freedom.

Behavior

The pupil will:

1. perform the tasks assigned to him in his committee.
2. follow the rule "one person at a time speaking" in order to promote effective, meaningful, discussion.
3. assume a leadership role without frustrating the efforts of other students to contribute to the committee or class.
4. make an active effort to maintain his individual freedoms, without jeopardizing the freedom of the others.
5. voluntarily pursue individually initiated studies on other nations or on Czechoslovakia.
6. take class work seriously.
7. be an effective member of his committee through acceptance of tasks assigned to him.
8. be courteous and polite in class to peers and teacher.

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
I. Introductory Activities	A. Displays Have wall displays of maps and pictures of Czechoslovakian life and people to stimulate interest in the nation of Czechoslovakia. Include pictures of Czechoslovakia in 1938, and 1938-1948, Communist Czechoslovakia 1948-1965, and invasion, 1968.	
	B. Silent Film Show part of the film on Czechoslovakia listed on the resource section - only that part that deals with the German invasion and show it without sound. This should arouse interest concerning the German invasion of 1938 and serve as a basis from which the children can raise questions.	
	C. Reaction Have the students write a short essay about their reactions to Communist domination. Discuss the possibilities of resisting Russian domination and what groups might be the leaders for such resistance.	
	D. Relate Ask pupils if they have ever heard about Czechoslovakia. Ask them what they know of what happened there. Ask how many know people of Czechoslovakian descent.	
	E. Role Playing The teacher and students can enact an "invasion" situation. With the cooperation of pupils from another class, the teacher can allow her class to be "taken over" by an outside force. The students who take over could:	

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STRATEGY	LEARNING ACTIVITIES	MATERIALS

a. Tell teacher this is no longer her class.
b. Change students' assigned desks
c. Force some students to stand by, removing a few desks from the classroom.
d. Send pupils to board and have them write alphabet with their left hand.
e. If pupil refuses to do what he is told, he is sent out into the hall or to the classroom "jail". (If you have principal cooperation in this activity, student may be sent to office for a short time.)

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
1. Introductory Activities (Continued)	Pupil Reaction Discussion: 1. How did you feel during this action? 2. Do you think the teacher should have stopped the take over of the class? 3. Why do you think this happened? 4. Would you like this "dictatorship" to continue in the classroom? 5. What would you like to know about the country of Czechoslovakia which was invaded by Eastern powers during 1968?	

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II. Raising Questions

Purpose:

1. For students to form a basis on which to investigate the various dimensions implied in the title of the unit.

2. Students should ask their own questions to facilitate the development of a student-structured unit.

Potential Questions which the student might ask after experiencing the introductory activities:

1. Why did the Germans invade Czechoslovakia; when did they do it?
2. How were the Communists able to come to control in Czechoslovakia?
3. Were the people of Czechoslovakia happy with their Communist government?
4. Why is Czechoslovakia an important nation?
5. Who was Alexander Dubcek?

Note: This list of questions is not all inclusive nor phrased as the students might really ask the questions. The point is that they should ask: If they don't then more introductory activities are called for. The content section of this unit contains only a small segment of information in answer to these questions. The students will be the guiding force for direction of research based on their questions NOT necessarily those listed above.

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III. Categorization of questions by students

Purpose:

To determine the number of committees needed to investigate the topics.

To organize basic ideas that should be explored.

To gain experience in critical thinking.

To identify several areas of Czechoslovakian political and economic history needed to be studies.

A. Although one cannot anticipate the exact questions students will raise and the categories they will devise, it is possible that the following categories will appear.

B. Possible Categories

1. Geography and Background
2. Czechoslovakia, 1938-48
3. Czechoslovakia as a Communist State
4. New Spirit in Czechoslovakia - 1965-68
5. Invasion of Czechoslovakia (1968)

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STRATEGY

V. Information Retrieval

LEARNING ACTIVITIES

SUGGESTED INFORMATION RETRIEVAL ACTIVITIES

A. The various committees, at this point -
   1. Determine their tasks.
   2. Assign responsibilities.
   3. Research their topics.
   4. Organize their data.
   5. Make a presentation.

Some content materials have been included that might be useful as resources for the teacher and the student. Since the emphasis in this unit is on the committees doing their own research, it is recommended that the content materials be used as background information for the teacher or student and not as a substitute for student investigation.

It is difficult to project the extent of student research. In all probability, the student research will be somewhat different from what the authors of this unit have included in the Content Materials.

Students may need instruction in the use of the basic library research tools such as:

Reader's Guide to Periodical Literature.
Card Catalog.
Specialized indexes.

They should also not forget that resources other than library resources exist, such as:

1. Interviews with Czechs who have lived under German and/or Communist rule.
2. Make a neighborhood survey on whether the U.S. or United Nations should have gone to the aid of Czechoslovakia in 1968.

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STRATEGY	LEARNING ACTIVITIES
V. Information Retrieval (Con't.)	3. Films - see resources. 4. Records or tapes of Czechoslovakian national songs. 5. Daily newspapers of 1968 especially important for researching the events of the 1968 invasion. 6. National weekly magazines - Life, Look, Time, Newsweek, 7. Radio and TV broadcasts - if available. 8. Information secured from the Czechoslovakian embassy in Washington, D.C. 9. Collect periodicals from 1968 and 1969 which would have covered the Czech crises.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A Czechoslovakia History and Georgraphy (to 1938)	I. Brief Geography and Background of Czechoslovakia A. Located in the center of Europe - Capital City - Prague. B. Land is surrounded by other countries 1. To the east - U.S.S.R. 2. Germany lies west and northwest. 3. Poland lies to the north. 4. Hungary is south and southwest. C. Czechoslovakia's natural regions are: Bohemia, Moravia, and Slovakia - (these were also political regions or divisions.) D. Country is drained by the Danube River - flows east and south to the Black Sea. E. No large lakes - many small lakes in the mountains. F. Climate 1. Hot summers and cold winters. 2. Plenty of rain for crops. G. Natural Resources 1. Deposits of Coal - Western Bohemia - Southern Moravia. 2. Northeast Moravia - iron ore. 3. Deposits of graphite manganese, lead, zinc, mercury, silver, gold. 4. Mineral resources: uranium, clay, sand. 5. Soil: half of the land can be farmed. 6. Large water supply resources. H. Transportation and Communication 1. 9,000 miles of main railroad - owned by Government. 2. 48,000 miles of roads and highways.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A Czechoslovakia History and Geography (to 1938) (Con't.)	I. Trade 1. Almost all trade with Soviet Union 2. Foreign trade companies are monopolies. II. Background for study of Czechoslovakia 1. Communist controlled. 2. Land of Czechs and Slovaks. a. Czech live in Western part of the country - called Bohemia. 3. Czechoslovakia has always depended on some other country for protection. 4. Belonged to Austria - Hungary before World War I. 5. Period between wars Czechoslovakia was an Independent Republic. 6. Following World War II became a Communist Police state, patterned after the Soviet Union.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B The Fall of Czechoslovakia (1938-1948)	I. Czechoslovakia as an Independent Nation is Destroyed A. Munich - 1938 1. Leaders of France, Germany, Great Britain, and Italy met to discuss Germany's demands on Czechoslovakia. a. Reached by dictate not agreement. 2. Great Britain and France agreed to Hitler's demands for parts of Czechoslovakia. 3. Hitler took the border areas which contained the best lands and most - the Sudetenland - important industries. 4. Poland took 400 square miles of land near Ostravia. 5. Hungary received land from Southern Slovakia. 6. Edward Benes - elected president of Czechoslovakia. resigned - fled to Great Britain. 7. Czechoslovakia's ideals of democracy were destroyed. 8. Soviet Union reaped a rich harvest. a. People believed Soviet Union was only power ready to stand up against Nazi Germany. b. People of Czechoslovakia were impressed with Communist Party. c. Nation was thrown into political chaos and moral confusion. 9. Patriotism of Czechoslovak Communists during Munich Conferences lasted little more than one year. 10. Germany occupies the German-speaking part of Czechslovakia after Munich Conference. a. Czech had to surrender their line of forts and inner most military secrets. b. Patriotic leaders were being killed or sent to concentration camps. c. Economy was being destroyed. d. Culture was Germanized. e. Universities were closed. f. Hitler planned to exterminate most of the nation and exile rest to Siberia.	

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V. Information Retrieval

Committee B

The Fall of Czechoslovakia (1938-1948) (Con't.)

g. Soviet Union was helping Germany with policy.

B. Result of Munich Agreement.
1. Gave Czechoslovakia a 'greater security' than ever before.
2. Premier never did anything to make it effective.

II. German Occupation of Czechoslovakia - 1939

A. Bohemia and Moravia - thickly populated provinces of Czecho-Slovakia.
1. Advanced economically and culturally
2. Deeply rooted in democratic ideals.
3. Hitler declared protectorate over these western provinces.
a. Hitler threatened that German planes would bomb Prague unless dissolution of Czecho-Slovakia was accepted.
b. Document signed by President Hacha which created "Protectorate of Bohemia and Moravia" - placing destiny of the Czech people on Hitler.

B. Slovakia compelled by Berlin to declare independence becomes German Puppet State.

C. German troops violate Munich Agreement.
1. German troops and Hitler occupy Prague
2. German troops occupy Bohemia and Moravia
3. Set up an Independent State of Slovakia which was under German protection.
4. Democratic structure of Czech political life done away with.
5. September 1939
a. Soviet Union extended full recognition to the Slovak state.
b. Slovak envoy arrived in Moscow.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B The Fall of Czechoslovakia (1938-1948) (Con't.)	c. Slovak Minister Fierlinger notified by head of diplomatic protocol that Soviet government could no longer recognize his diplomatic character. d. Fierlinger defended the Soviet Union. D. Results of German Occupation-War 1939. 1. Czech educational system was under attack. 2. a. German schools were established. b. All teachers were required to pass efficiency tests in German to be able to hold positions. c. Czech universities were closed for three years. 3. Official language of the new state was German. 4. Economy a. Economic experts came to Prague and took over economy of previously prosperous state. b. Industry of country was centralized in larger banks. c. Banks were forced to increase their issue of stock and accept Reich credits in payment. 1. Credits frozen in Reich and profits flowed into Germany. d. 30 million dollars gold reserve of the national government taken to Germany e. Exchange rate was 60 percent inflation of Czech currency. f. Taxes greatly increased 5. Total destruction of Czech inflation of Lidice. a. Shooting of all males. b. Deportation separately of all women and children. 6. Village of Lezaky - all men and women were shot. III. World War II - 1941-1945 A. Hitler's invasion of major European countries forces Russia into action.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B The Fall of Czechoslovakia (1938-1948) (Cont.)	B. Struggle for power through invasion and political diplomacy lasted through 1944. C. Czechoslovakia's involvement in the war. 1. April 8, 1944 - Soviet Army reached Slovak boundary. 2. 6 months later Russia invades Czechslovakia. 3. Invasion by Russia "welcomed" by Slovak people. D. West and U.S. in World War II 1. Bombing of Pearl Harbor caused the U. S. to enter World War II. 2. Major powers involved in the war. a. Allies 1. United States 2. Russia 3. Italy 4. Great Britain 5. France b. Central Powers 1. Germany 2. Austria - Hungary 3. Bulgaria E. 1945 - Exiled Slovak government returns to power with the Russian's help. 1. Treaty with Soviet Union - Czechoslovakia gave up Ruthenia-area was made part of the Ukrane. 2. "Free" elections brought Communists to power. IV. Communist rule in Czechoslovakia A. 1948 - Communists staged a revolt and seized complete control of the government. B. Communists set up police state patterned under "Soviet Union".	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B The Fall of Czechoslovakia (1938-1948) (Con't.)	C. All religion and education were brought under Communist control. D. Benes became head of the "Free Czechoslovakia movement." 1. Involved Czech and Slovaks who fled the country before German occupation. 2. 1941 - France, Great Britain, and U.S.A. recognized Benes Government.	

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STRATEGY	CONTENT	MATERIALS

V. Information Retrieval

Committee C

Czechoslovakia in the Communist Camp (1948-1965)

I. Czechoslovakia in the Communist Camp

A. Politics
1. Czechoslovakia was a Communist puppet stage considered behind the iron curtain.
2. Communist party politics led to:
   a. Purges.
   b. Trials for Treason.
   c. Eventual dissatisfaction with Communist rule.
3. Liberal factions by Communist rule looked to the Western World.

B. Deterioration of Czechoslovak Economics
1. Czechoslovakia and Poland set a council for economic cooperation aimed to control heavy industries of both countries.
2. Post World War II Czechoslovak economy was relatively sound, and promised great growth potential.
   a. Early postwar years of nationalized industry offered a chance for rapid and extensive growth.
   b. Only country in Europe with uranium ore.
   c. Consumer goods industries were intact at a time when such goods were in great demand.
   d. Czechoslovakia given trading rights to Poland's Baltic sea ports.
3. This great potential was not realized; it fell victim to the Cold War.
   a. After 1948, Czechoslovakia turned toward the East and entered the Soviet bloc.
   b. Foreign trade with the West was stopped almost entirely.
   c. Czechoslovakia was to industrialize Eastern Europe, the Soviet Union and China.
   d. The "iron and steel concept," the basis of the 5-year plans, almost entirely liquidated crafts and private services and seriously crippled trade.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C Czechoslovakia in the Communist Camp (1948-1965) (Con't.)	4. Economic problems a. Middle 50's government's nationalization program failed to produce what it had promised. b. Forced into food rations. c. Revaluing the currency. d. Control of prices. e. The above actions on the part of the government deprived people of their savings and consumer goods. 5. Ota Sik proposed a plan for economic reform - a combination of socialist planning and market economy. a. In 1966, the Party officially accepted Sik's economic reform, bit it was tripped of a number of important effects by halfway measures. b. Novotny, Stalinist leader, feared breakdown of bureaucratic power in the economy would lead to the breakup of bureaucratic power in society as a whole. c. Partial economic reform did not solve economic crisis, and economic difficulties multiplied. 6. Conflict between the two nations: Czechs and Slovaks. a. The State of Czechoslovakia was born in 1918 as the country of the United Cech and Slovak nations. b. A specific Slovak national consciousness developed. 1. A united Czechoslovakia nation was rejected. 2. Slovaks demanded recognition of a separate, self-contained Slovak state. 3. The Munich agreement that carved up Czechoslovakia during Hitler's occupation ostensibly resulted in Slovak autonomy. 4. The Slovaks abandoned their demand for federalization in the face of the resistance of President Benes after the liberation from Germany, but they gained a large measure of autonomy. a. A separate parliament. b. The Slovak National Council. c. A separate autonomous government located in Bratislava.	A Year Is Eight Months

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C Czechoslovakia in the Communist Camp (1948-1965) (Con't.)	c. In 1948, the Communist Party came to full power in Czechoslovakia. 1. Could not afford any division of power between Prague (Czechs) and Bratislava (Slovaks). 2. One by one, the autonomous rights of Slovaks were revoked. 3. The new constitution of 1960 did away with almost all autonomous rights of the Slovak parliament; the Bratislava Cabinet was abolished. d. Slovak nationalism grew even inside the Communist Party.	

00031

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D A New Spirit In Czechoslovakia (1965-1968)	I. Efforts of Czechoslovakia to control its own Destiny. A. Rise of Liberalism in Czechoslovakia 1. Rebellion of the intellectuals a. Czechoslovakia lies at the crossroads between East and West; has always been a place of strong ideological cross currents. b. After 1961, Czechoslovakia's economic position began to deteriorate. c. Sociology became the central interest of young social scientists searching for a new economic model. d. The problems of democratic pluralism were reviewed and subject to thought. e. Party bureaucracy tried to surpress modern thinking and modern ideas through censorship. f. By fall, 1967, the ideological destriction of Stalin was complete, and the contradictions between intellectuals and Party was strong within Czechoslovak society. 2. The Struggle Against Police Rule a. Widespread disillusionment after Stalin's death in 1953, and the twentieth Congress of the Soviet Party seriously affected Czech writers. 1. First to feel the strait jacket of Stalinist dogmatism. 2. Second Congress of the Czechoslovak Writers' Union in 1956 became the first public arena for an open conflict between the writers and the Party. b. Writers spoke up against censorship, against suppression of individual liberties, against bureaucracy and the arbitrary actions of the police. c. The Party leadership reacted to the Writers' Congress with a furious counter attack. 1. In 1967, the Party Ministry of information took over the weekly of the Writers' Union. 2. Several writers were expelled from the Party; others reprimanded.	A Year Is Eight Months: Czechoslovakia, 1968. Journalist M. (In Kit)

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V. Information Retrieval

Committee D

A New Spirit in Czechoslovakia (1965-68)

3. By introducing wage equalization and systematically glorifying manual labor and berating intellectual work, the Party undermined the social prestige and importance attached to higher education.

d. In December, 1967, the revolt against the repressions of Novotny, first Secretary of the Communist Party of Czechoslovakia, broke out openly.
   1. Novotny asked to be relieved of the duties of first Secretary, but remained President of the Republic.
   2. Alexander Dubcek, who had been first Secretary of the Communist Party of Slovakia, was elected first Secretary of the Communist Party of Czechoslovakia on January 6.

e. Censorship was abolished, and there was freedom of the press and other media unknown to Czechoslovakia for twenty years.
   1. The daily press began to publish accounts of the crimes committed by the secret police in the era of the political trials of the 1950's.
   2. This information explosion caused public affairs to become a matter of concern to everyone.
   3. Communications media brought to the people the message of change following January and Dubcek's reforms.
      a. They prevented a return to pre-January conditions.
      b. The democratic process was deepened.
      c. The Party was reluctantly pushed toward further fundamental reforms.

B. Rise of Alexander Dubcek
   1. Born in 1921 in Uhrovec, Slovakia.
   2. In 1925, his family went to the Soviet Union.
      a. His father was a founder of the Slovak Communist Party.
   3. Alexander Dubcek completed his education in a Soviet school.

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V. Information Retrieval

Committee D

A New Spirit in Czechoslovakia (1965-68)

4. Family returned to Slovakia when Alexander was 16.
   a. Stalinist terror was directed against foreigners.
   b. Maintained Communist faith.
5. In 1963, he was chosen first Secretary of the Slovak Party.
6. Dubcek remained a staunch Communist, and loyal to the ideals of Marx and Lenin; he interpreted them with the ability to listen to diverse points of views.
   a. Dubcek became a world-wide symbol of democratic socialism.
7. On January 6, 1968, he was chosen first Secretary of the Communist Party of Czechoslovakia.
   a. Dubcek asked for approval of the Action Program, and spoke of the new political and economic model
   b. He emphasized the necessity for a democratization of the whole society.
   c. He spoke of the new role of the Communist Party must play in order to regain the people's confidence.
   d. He spoke of the Party's humanitarian mission.
8. The Soviet Communist party accused Dubcek of revisionism and leading Czechoslovakia away from the Party toward a democracy and the West.
9. August 21, 1968, he was arrested by the Soviets along with other Czechoslovakian leaders, and flown to an unknown. destination, as a result of the Soviet invasion.

C. The Action Program
   1. The goal of the Program was to create a new model of Socialist democracy.
      a. Became a manifesto for the reforms that the new post-January, 1968, leadership intended to realize.
      b. Wanted to distinguish true leadership from control.
         1. The government, independent of the Party, must pass laws and control administration.
         2. The new political model would safeguard the political rights of citizens.
         3. Legality must be renewed.

0034

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D A New Spirit in Czechoslovakia (1965-68)	4. State security police was not to control the political acts and views of the citizens. 5. Rights of national groups, especially Slovaks, were recognized. 6. The elements of both a planned and a market economy would be united. 7. Proclaimed Czechoslovakia's determination to remain within the group of Socialist states. 2. In April, 1968, the Action Program was adopted unaminously by the Central Committee of Czechoslovakia. 1. New election policies allowing minor parties 2. Open economy to world markets - create a new Slovak currency. D. Western observer's analysis of reason for growing Liberalism in Czechoslovakia. 1. Weakening in the country's economy due to the strain of Soviet - imposed production goals 2. Bitter resistance on the part of the people to new sacrifices for their Communist bosses. E. Soviet Reaction to the rise of Liberalism before 1968. 1. Russia felt the leading role of the Communist party was in serious jeopardy. 2. Possibility of invading Czechoslovakia was politically unwelcome (Soviet Union did not want to look bad in the eyes of the rest of the world). 3. Decision was made to launch a policy of pressure upon the Czechoslovak government and party.	

D0035

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee E Invasion	I. Invasion of Czechoslovakia A. Presidium of the Central Committee of Czechoslovakia. 1. Made plans for the occupation of Czechoslovakia. 2. Members were assigned tasks. 3. Orders given that no news about Czechoslovakia was to be sent abroad without permission. 4. Ruzyne airport invaded by Soviet air-borne forces. 5. Administration of the airport taken over by Soviet and East German troops. B. August 20 - Troops of the Soviet Union, the Polish People's Republic (East Germany), the Hungarian People's Republic, and the Bulgarian People's Republic crossed frontiers of the Czechoslovak Socialistic Republic. 1. Happened without President of Republic's knowledge. 2. Headquarters set up for General Pavlosky. 3. Polish Mig's set up base at Tardulire Airport. 4. Moscow gave orders to ground foces to invade all of Czechoslovakia. 5. Czechoslovak Communist Party Central Committee Praesidium. a. Appeals to all citizens of our republic to maintain calm, not of offer resistance to troops on the march. b. Mr. Dobryin arrives at White House. 1. Reports to President Johnson - troops of Soviet Union and four of its Warsaw Pact Allies entered Czechoslovakia in response to an appeal by party and government leaders. c. Contact was mad - with American Embassy in Prague. d. News of Invasion - going into world's capitals. e. Czechs and Slovaks had their country stolen away from them.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee E Invasion	II. Role of Party Leaders During Invasion A. Alexander Dubcek 1. Dubcek was told foreign troops had invaded - unwilling to believe the reports since he had reached agreement. with the Soviet Union only a few days before. 2. Dubcek was arrested - If Slovak citizens had openly rebelled Dubcek was to be executed immediately. 3. Accused of harboring counter-revolution. B. World Reaction to Soviet Invasion. 1. Criticism by Western governments was expected. 2. Criticism by fellow Communist Countries such as Rumania, Yugoslavia, Red China was expected. 3. What was not expected was the strong criticism by Western Communist parties in Italy and France. 4. Protests by Student Groups throughout the world. C. Soviet Union and Czechoslovakia Reach 1. President Svoboda meets with party leaders in Moscow. 2. Svoboda refused to negotiate until Dubcek was present. 3. Communist compromise government for Czechoslovakia. a. Moscow protocol was signed about August 24. b. Moscow recognized Dubcek as first Secretary of the Party in Czechoslovakia. c. Czechoslovak representatives to Moscow were forced to: 1. Call fourteenth Congress held during invasion illegial. 2. Reintroduce censorship. 3. Dissolve all clubs outside the national front. 4. Undertake no change in foreign policy. 5. Internal independence consistent with the Socialistic bloc. 6. Control over country's intellectuals.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee E Invasion (Con't)	4. In return, the armies of occupation would be recalled as the conditions returned to normal. 1. Soviet Union would decide when normal conditions returned. 2. Soviet Union would recognize post-January development and not interfere in internal affairs. 5. Refusal to accept this proposal would result in military dictatorship by Russia. E. Post-August Czechoslovakian-Russia Relations. 1. By February, 1969, strength of conservatives growing. a. Dubcek and other leaders permitted to stay on. b. April 2 press censorship restored. c. Liberals In Praesidium dismissed. 2. Dubcek ousted as First Secretary on April 17. a.q Replaced by Gustav Husak. F. Czechoslovakia - Russian Relations Today. 1. Czechoslovakia - Soviet Treaty "Brezhnev Doctrine". a. All Socialist states have the right to intervene in the internal affairs of another Socialist state if they think the country involved is losing or is about to lose "the gains of socialism." b. What it comes down to is that the Soviet Union has empowered itself to employ force to keep Warsaw Pact nation from becoming too independent, too successful, too prosperous. c. Article 10 of the new Czech-Soviet treaty contains an additional obligation. This article commits Czechoslovakia to aid the Soviet Union "no matter what state or group of states" attacks the USSR.	Magazine articles and newspaper articles

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VI. Reporting Findings to the Class.

SUGGESTED REPORTING ACTIVITIES

A. Committee (General Activities)

1.

1. Present a panel discussion of their information.
2. Each member could give an oral report.
3. Each member could give a written report to each member of the class.
4. Use films, guest speakers, community resources, maps, charts, overlays, etc. to aid their presentation.
5. Invent a "diary" of events and feelings.

B. Individual Committees

Committee #1 - special map and picture display of Czechoslovakian geography, people, cities. Slide show using pictures from magazines and newspapers. Czechoslovakian scrapbook.

b

Committee #2 - special report on Czechoslovakian education system compared to U.S.

Committee #2 and #3 - on a large outline map of Czechoslovakia beginning with Munich - have committee members note the changes in boundaries, through 1968.

Committee #2 - could discuss the Munich Agreement in more detail or as a separate report topic.

Committee #2 and #5 - on the German and Russian invasion could present a "You Are There" TV show coverage of the situations. This might include a play or skit as part of the presentation.

Committee #3 - Use map of Europe to show Iron Curtain nations.

Committee #3 - could include a special report on the Warsaw pact.

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STRATEGY	SUGGESTED REPORTING ACTIVITIES (Continued)
VI. Reporting Findings to the class.	Committee #4 - could include a biographical report on Alexander Dubcek. Committee #5 - role play the various groups in Czechoslovakia (Czech leaders, average citizen, Russian soldiers) at the time of the invasion of 1968 and have each group explain their behavior and defend their positions.

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VII. OVERVIEW

After the committees have reported to the class, time should be be allowed to review what has been learned and to evaluate the efforts of the learners. Perhaps the class will reconsider all the original questions that were raised and see whether they have been answered. The major questions will require review so that foundation is laid for going beyond the material studied to the generalizations.

There will be some big questions to be considered as a result of the study and possibly some value judgments to be made. Possibly the students will wish to consider the following:

1. Was the Soviet Union justified in its invasion of Czechoslovakia?
2. Should the Western powers have gone to Czechoslovakia's aid?
3. Has the Soviet Union ever accused the U. S. of doing the same thing they did to Czechoslovakia (See references to Santo Domingo or Cuba)?
4. In what ways can Czechoslovakia be considered a "colony" of the USSR; can it be said that Viet Nam is a "colony" of the U.S.?

Such questions and many others will suggest themselves to the teacher and to the class, and they should be discussed, not with the aim of indoctrination, but in order to clarify thinking and and to give the children experience in making their own value judgments. It is important that opinions of all be requested and that there be no stress on the "right" answer.

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VIII. GENERALIZATIONS

1. "The governments of large and complex social orders have always actively dealt with economic behavior."

2. "The world today, by reason of its rapid transportation and easy means of communication, becomes more and more a single community, the destinies of its still widely divergent peoples inextricable."

3. "National and regional rivalries have not existed because men had no common language, but they have had no common language because they were not in fact engaged extensively enough in the kinds of social behavior which facilitated and made imperative a common language."

4. "Prestige is wielded in the modern world through control over or across to the formal channels of mass communication, press, radio, film, and in another respect, church and school."

5. "Of all such monopolies (of power) the most immediately fatal to democracy is the monopoly of the media of opinion."

6. "...the greater the degree to which members of one group perceive the behavior of members of another as being hostile, the more communication between the two groups will be reduced.

7. "Inherent in the association of human beings in society is the problem of regulating the power of some individuals or groups over others."

8. "Society can exist only when a great number of men consider a great number of things under the same aspect, when they hold the same opinions upon many subjects, and when the same occurrences suggest the same thoughts and impressions to their minds."

9. "Every type of great association has at one time or another been considered subversive."

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VIII. GENERALIZATIONS

10. "...wherever society exists, man must set up lines of authority for the purpose of organizing for the common defense, the administration of justice, and the preservation of domestic order."

11. "The investment of leaders with the exclusive right to employ force or coercion in government occurs only with the formation of the conquest state."

12. "The continuing of the most inclusive issue in politics is the relationship between the liberty of the individual and the authority of the state of government."

13. "...individuals and groups oppose vigorously government regulation of their activities, and support vigorously government activities as that directly benefit them."

14. "Out of a situation of social unrest and dissatisfaction, a state of social disorganization, there will arise sooner or later individuals who will lead the sufferers in protest."

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IX. CULMINATING ACTIVITIES

SUGGESTED CULMINATING ACTIVITIES

1. Debate:

   Resolved: The U.S. should have aided Czechoslovakia in 1968.

   Resolved: The U.S. should have aided Czechoslovakia in 1938 and put a stop to Hitler then and there.

2. Presentation of the current state of affairs in Czechoslovakia.

3. Continuing bulletin board display on happenings in Czechoslovakia.

4. Timeline with important events listed.

5. Compare the problems faced by Czechoslovakia with those faced by the peoples of the Middle East (6.2 unit) - conclusions?

00044

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